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The aim of intergroup education is to develop a consciousness and appreciation of the dignity, contributions, and basic unity of all ethnic, religious, social, and economic groups which enrich the American way of life. School personnel at all levels have a responsibility to promote a program of intergroup relations. The central administrative staff can give status to the program, enlist support of the board of education, initiate inservice training programs for teachers, and encourage cooperation between schools and community agencies in the intergroup educational program. Individual school principals should be aware of possible areas of intergroup tension within the school, seek opportunities for intergroup experiences with other schools, and organize building activities that result in a democratic approach to the improvement of human relations. Critical examination of textbooks and their treatment of intergroup relations is an important service to the program which can be performed by directors and department heads. Of course, the real success of intergroup education is found in the classroom, where the teacher has the major responsibility of fostering a democratic climate.

Curriculum planning is an essential aspect of intergroup education. Presented are general principles for curriculum at the elementary, secondary, and teacher college levels. Suggestions for secondary schools are outlined under the following subject headings: English, social studies, science, mathematics, foreign languages, fine arts, industrial arts, home economics, and business education. Also included are a list of functional agencies in intergroup education and an annotated bibliography.

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PUBLIC SCHOOLS of the DISTRICT of COLUMBIA

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Handbook on Intergroup Education

A Curriculum Guide

Office of Superintendent, EEOP
Research and Materials Branch

Washington, D. C. 1954

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

HOBART M. CORNING, *Superintendent*
Franklin Administration Building
Washington, D. C.

HANDBOOK
ON
INTERGROUP EDUCATION

CARL F. HANSEN, *Associate Superintendent*
in charge of Curriculum Planning

1953

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FOREWORD

Group living. People with like interests tend to band together for the furthering of those interests. People with similar cultural, economic, racial, and religious backgrounds tend to form groups centered on the common elements in these backgrounds. Individuals are likely to seek out and become associated with groups on the basis of common interests, needs, and backgrounds.

Group living is manifold and varied. A single individual may be associated with many groups: for example, he may simultaneously be a member of a choral society, a fraternal organization, a labor union, and a church. Group membership is almost universal in a democratic society.

The dilemma in group living. As groups are formed, intergroup frictions are likely to arise, sometimes from conflicts in interests and purposes, and often as a result of frustrations, insecurities, or prejudice or misinformation absorbed from the surrounding culture. Such frictions may occur, for example, between two high school organizations. They may occur between groups centered on economic or religious principles and aims, or between groups based on racial or national similarities. They are likely to occur with an intensity proportionate to the vitality of the interests and purposes of the members comprising such groups.

Group living presents a challenging dilemma. A dynamic society creates varieties of interests and purposes among the individuals comprising it. Democracy is predicated upon the principle of individual worth and the responsibility of the individual to contribute to the society of which he is a part. A democratic society encourages the development of individual interests and purposes and their translation into group interests and purposes. This inevitably results in diversity, which is the essential characteristic of a free society and a major source of its vitality. Uniformity, established by the authority of a dominant element in a society and thus achieved by coercion, is the characteristic of a totalitarian society.

The frictions that sometimes occur between groups in a democratic social order may be evidence of vigor and growth. Properly directed, the varied interests and purposes of groups in a democracy can be constructive and creative. The challenge lies in how to profit from the diversity of interests and purposes evident in group living without, on the one hand, encountering serious and disruptive intergroup frictions or, on the other hand, establishing a restrictive uniformity.

Educational purposes in relation to group living. Group living is inherent and desirable in our society. One of the functions of edu-

cation is to train children to participate cooperatively in group situations. A second responsibility is to educate for the maintenance and promotion of wholesome intergroup relationships.

The scope of this study. The Committee on Intergroup Education composed of teachers and officers from all levels of the public schools has prepared an outline of educational practices that, if intelligently applied, will improve intergroup relationships.

Many of the practices suggested in this handbook are already widely used in the Washington Public Schools. Much is already being done to reduce intergroup misunderstandings.

It is the committee's hope, however, that a systematically organized list of suggestions that administrators, supervisors, and teachers can follow will strengthen the program of intergroup education and give it the drive and conviction that the problems within our community require.

Such an outline ought to make us more keenly aware of our responsibilities. It ought to help us to discharge those responsibilities.

CARL F. HANSEN,
Associate Superintendent in Charge of Curriculum Planning

I. PHILOSOPHY

A. What is the purpose of intergroup education?

The aim of intergroup education is to develop a consciousness and appreciation of the dignity, contributions, and basic unity of all the ethnic, racial, religious, social, and economic groups which enrich the American way of life. Its goal is synonymous with the goal of all sound democratic education which is to secure the optimum development of each individual as a member of his present society and to inspire him to work for the improvement of that society.

B. Why is intergroup education important?

1. A belief in the dignity and worth of every human being is an essential part of the American heritage.
2. America as a recognized champion of democracy throughout the world must be concerned with basic human rights.
3. The infringement upon the basic rights of any endangers the rights of all and threatens the democratic way of life.
4. Prejudice is acquired, and through education it can be replaced by understanding.
5. Intergroup education cannot depend solely upon textbook and teacher precepts; to be vital, it must provide opportunities for harmonious group living in a favorable environment.
6. Wise economy and national security demand that human resources not be wasted through prejudice and discrimination against any individuals or groups.
7. The findings of science support a belief in the basic unity and equality of all groups.
8. Education for better human relationships is the task not only of the school but also of the home, church or synagogue, and community.
9. Good intergroup relationships will free individuals of all groups from feelings of insecurity and will give them a sense of belonging.
10. Intergroup education does not aim to make everybody alike; it rather fosters a respect for cultural diversity and the consequent enrichment of American life.

II. THE LOCAL SITUATION

A. Racial groups

1. Total population (From 1950 Census of Population, Preliminary Reports)
   a. White, 531,800—66%
   b. Nonwhite, 270,400—34%

("Negroes, Indians, Japanese, Chinese, and other nonwhite races")

2. School enrollments (From The Office of the Statistician, Public Schools of the District of Columbia, October, 1952)
   a. Elementary
      (1) White, 28,317
      (2) Negro, 34,729
   b. Junior High
      (1) White, 9,974
      (2) Negro, 12,692
   c. Senior High
      (1) White, 6,799
      (2) Negro, 5,477
   d. Vocational High School
      (1) White, 885
      (2) Negro, 851
   e. Teachers College
      (1) White, 432
      (2) Negro, 536

B. Religious groups:
   1. Protestant, 290,000 (Washington Federation of Churches)
   2. Catholic, 130,000 (Archdiocese of Washington)
   3. Jewish, 30,000-55,000 (Jewish Community Council of Greater Washington)
   (Figures of church affiliation are approximate)

C. Socio-economic groups:
   1. Income in 1949 of families (From 1950 Census of Population, Preliminary Reports)
      a. Earning $2,999 or less, 38%
      b. Earning $3,000-$4,999, 28%
      c. Earning over $5,000, 35%
      d. Median income, $3,780
   2. Employment status (From 1950 Census, Census of Population, Preliminary Reports)
      a. Major occupation group of employed persons
         (1) Clerical and kindred workers, 29%
         (2) Professional, technical, and kindred workers, 13%
         (3) Service employees (except private household), 13%
         (4) Craftsmen, foremen, and kindred workers, 10%
         (5) Managers, officials, and proprietors, 8%
         (6) Sales workers, 6%
         (7) Other occupations, 21%
      b. Class of worker of employed persons
         (1) Private wage and salary workers, 54%
         (2) Government workers, 39%
         (3) Self-employed workers, 7%
   3. Educational level attained (From Andrews, Dorothea, "Our Expanding Capital," *The Washington Post,* July-August, 1946)
      a. Elementary school only, 25%
      b. High school only, 41%
      c. College, 34%

D. Ethnic groups—country of birth of foreign-born white, U. S.

• Census, 1950.

Total: 39,497

Russia	5,994	France	1,208
Italy	4,422	Austria	1,141
England and Wales	3,199	Hungary	558
Germany	3,010	Sweden	545
Canada	2,930	Lithuania	523
Poland	2,346	Czechoslovakia	437
Greece	2,087	Other Countries	9,207
Asiatics	1,890		

III. SUGGESTIONS FOR A PLAN OF INTERGROUP EDUCATION IN THE SCHOOLS

A. What can the central administrative staff do?

1. Give status to the program of intergroup education.
2. Enlist the support of the Board of Education for the promotion of a program of intergroup education in the schools.
3. Initiate an in-service training program to sensitize teachers to the problems and methods of intergroup education.
4. Exemplify democratic principles in its relationships with principals, teachers, clerks and custodians.
5. Encourage each principal to foster democratic procedures in his school and in relations with other schools and with the community.
6. Provide suitable situations for natural intergroup experiences for officers, teachers, and students.
7. Make available current materials in intergroup education for the use of school personnel.
8. Encourage cooperation between individual schools and other community agencies in the program of intergroup education.
9. Stimulate interest in community agencies which are concerned with intergroup education.
10. Maintain an active interest in the progress of intergroup education in the school systems of other cities.

B. What can the principal do?

1. Maintain in his building a democratic atmosphere with teachers, students, clerks, and custodians.
2. Be aware of the possible areas of intergroup tension within the school and community.
3. Organize building activities that result in a democratic approach to the improvement of human relations.
4. Encourage teachers to foster a democratic climate in classes

and school activities.

5. Seek opportunities for intergroup experiences with other schools in music, dramatics, journalism, and public speaking within the framework of Board of Education policy.
6. Enlist the help of qualified leaders in community organizations concerned with intergroup activities.
7. Provide leadership in school-parent organizations, churches or synagogues, and citizen associations.
8. Encourage teachers to take advantage of the intergroup in-service training program.
9. Utilize the opportunities provided by faculty meetings for developing wholesome human relations.

C. What can directors and heads of departments do?

1. Make provisions for the critical examination of textbooks and courses of study to determine the adequacy and effectiveness of the treatment of intergroup relations.
2. Encourage teachers to make full use of all opportunities in their subject fields for improving human relations.
3. Provide leadership in school and community projects of intergroup education.
4. Suggest intergroup activities related to their subject areas such as field trips, conferences, and observances of special days and events.
5. Make available for the use of teachers current materials including visual aids that point up the intergroup emphasis in their subject areas.

D. What can teachers do?

1. For their own development:
   a. Realize that their position is the focal point in any program of intergroup education.
   b. Maintain a belief in human dignity and a respect for each individual as a person.
   c. Be aware of the origin and patterns of their own attitudes toward people.
   d. Take advantage of available opportunities for in-service training in intergroup education.
   e. Exemplify good human relationships in their associations with other school personnel.
2. For their pupils:
   a. Relate teaching to individual needs.
   b. Increase the opportunity for pupils to participate in planning and evaluating their classroom activities.
   c. Be sensitive to possible areas of tensions in their classrooms.

f. Use teaching materials which make clear the contributions of the various ethnic, racial, and religious groups.
g. Develop in each pupil a feeling of personal worth and a sense of belonging.
h. Be alert to all opportunities, inside and outside the classroom, for the development of intergroup understanding.
i. Cooperate with teachers in other schools to promote intergroup activities.

3. For the community:
   a. Take an active part in school and community organizations working for the betterment of intergroup relations.
   b. Offer leadership in the identification and resolution of neighborhood tensions.

E. What can counselors do?
1. Help students feel secure within their particular national, racial, religious, or socio-economic group.
2. Provide information for teachers which will enable them to secure better classroom adjustments for the students.
3. Offer constructive suggestions to students who are confronted with problems of group relationships.
4. Help parents and students plan courses and activities which will make for the best adjustment to the life of the school.
5. Strive through vocational interviews and career conferences to give status to all fields of work.
6. Fill employer's requests for student workers on the basis of competence alone.

F. What can be done through the curriculum?
1. General principles
   a. Intercultural education should be emphasized in all subject fields and does not require the addition of special courses.
   b. The aim of intergroup education should be to promote cooperation among peoples of various social and economic groups.
   c. Curricular offerings and emphases must be flexible enough to meet the intergroup problems of each school neighborhood.
   d. Learning experiences must be selected which will develop the proper attitudes, feelings, and behavior patterns, rather than merely impart intellectual concepts.
   e. Opportunities for natural intergroup activities in school and community should be provided.
   f. There should be a continuous evaluation of textbooks and

courses of study to determine their effectiveness in intergroup education.

2. Elementary level
   a. The approach to intergroup education on the elementary level should be a positive one of learning to work and play together day by day.
   b. The interdependence of the members of the family can be used to develop an appreciation of group life.
   c. Through a study of the customs and daily activities of children of other groups and cultures, pupils can be led to recognize that while people are basically alike, their differences enrich the common life.
   d. The elementary school should lay the foundation on which more advanced concepts can be built.
   e. There should be an emphasis on the basic understandings needed for better human relations:
      (1) Playing fair
      (2) Taking turns
      (3) Applying rules of behavior to all equally
      (4) Depending on others for food, shelter, clothing, protection, service, and play.
      (5) Sharing responsibility for the welfare of others
      (6) Looking for the good in every individual
   f. Pupils should be made aware that our country has been developed by people of many racial, religious, social, economic, and geographical groups.
3. Secondary level
   a. English
      (1) Teachers should use literature to develop a better understanding of human beings and their relationships.
      (2) Students should read works *about* and *by* different ethnic, racial, and nationality groups.
      (3) Students should develop an attitude of critical thinking in relation to books, newspapers, magazines, movies, radio, and television.
      (4) Teachers should maintain in the classroom an atmosphere permissive of full and frank discussion.
      (5) Students should be taught the principles and techniques of good group procedure.
      (6) Students should recognize in the universality of language another basic human likeness.
      (7) The contributions of other languages to the enrichment of English should be stressed.
   b. Social Studies
      (1) These subjects have a special responsibility for devel-

oping an appreciation of the basic freedoms which should be the common possessions of all Americans: "the right to safety and security of the person, the right to citizenship and its privileges, the right to freedom of conscience and expression and the right to equality of opportunity." (Report of the President's Committee on Civil Rights)

(2) Students should study examples of practices which violate the basic freedoms of individuals and groups.

(3) Students should study the contributions to American life of all groups in the population.

(4) Teachers should show through the special studies that the more advanced a civilization, the greater its indebtedness to other civilizations.

(5) It should be made clear that human beings tend to make similar responses to similar environmental situations, and that where environments differ, responses will be affected.

(6) It should be shown that in all religions there is a fundamental unity of purpose which should lead to respect for each man's right to his own faith.

(7) Teachers should familiarize students with the techniques used in molding public opinion including propaganda, scapegoating, stereotyping, and labeling.

(8) Students should be taught to identify and evaluate their prejudices in terms of their origin, validity, and effects.

(9) Training should be given in weighing evidence, reaching conclusions objectively, and distinguishing between fact and opinion.

(10) Ample opportunities for the use of democratic group procedures should be provided.

(11) The community should be used as a laboratory for the study of human relations.

c. Science

(1) Teachers should stress the findings of science that:

(a) All men belong to one genus and one species—homo sapiens. Attempts at the classification of individuals on the basis of skin color, texture of hair, and other physical characteristics are unscientific.

(b) Biological differences *within* groups are greater than the differences *between* groups.

(c) There is no proof of racial superiority or inferiority.

(2) Teachers should point out the fact that all groups have contributed scientific discoveries for the benefit of mankind.
(3) Opportunities should be provided for intergroup sharing of student projects, exhibits, experiments, and ideas.

d. Mathematics
(1) Students should study the history of mathematics to show the contributions of diverse cultural groups to this field of thought.
(2) Teachers should use social and meaningful materials as the basis for problems and graphical representations.
(3) The universality of mathematical concepts should be emphasized.
(4) Students should develop habits of critical thinking through:
(a) Learning to face problems objectively.
(b) Developing exact and complete definitions.
(c) Seeing cause and effect relationships and applying these methods to social situations.

e. Foreign Languages
(1) This subject should develop a knowledge of and an appreciation for the people whose language is being studied.
(a) Teachers should provide opportunity for students to broaden their cultural outlook through the exchange of letters with youth in other lands.
(b) Occasions should be provided for contacts with people who speak the language by inviting visitors to the classroom and by taking trips to places where the language is spoken, such as embassies, restaurants, and foreign quarters.
(2) Teachers should show by specific examples how the language being studied has been enriched by "borrowing".

f. Fine Arts
(1) This subject should develop an understanding that achievement in the fine arts is not restricted to particular groups.
(2) Students should study the artistic creations of representatives of all groups.
(3) Teachers should develop an appreciation of the varying standards of beauty in the fine arts.
(4) An awareness of the influence of our diverse cultures

upon American music and art should be developed.
(5) Art expression should be used as a means of furthering intergroup harmony in connection with religious festivals and national holidays.

g. Physical Education
(1) Teachers should use team games to teach the importance of individual responsibility and cooperation.
(2) It should be explained that the rules of a game are designed to protect the individual player and to secure effective group action.
(3) In building teams for interschool games, members should be selected on the basis of ability alone.
(4) In intramural activities, all pupils should be given a chance to participate.
(5) In the consideration of noted athletes, the representatives of all groups should be included.
(6) It should be explained that many groups have contributed to the development of our common American games.
(7) Folk dancing should be used to develop an appreciation of various cultures.
(8) Teachers should be interested in improving the health and personal appearance of students to insure their acceptance by the group.
(9) Teachers should emphasize the importance of fair play in group relations.

h. Industrial Arts
(1) The American tradition of the dignity of labor demands that industrial arts courses receive from teachers and students equal recognition with academic subjects.
(2) Teachers should utilize the opportunities afforded by the freedom of the shop situation to foster a spirit of consideration, cooperation, and friendliness.
(3) The importance of cultural borrowing in the evolution of the trades, the tools, and the finished products should be emphasized.
(4) Students should develop an appreciation for merit in workmanship.
(5) Job placement of students should be made on the basis of competence.

i. Home Economics
(1) Students should study the important similarities in the home life of various cultures.
(2) Teachers should stress our indebtedness to other peo-

ples for the comforts and conveniences of our homes.

(3) Students should develop an appreciation of the skill and craftsmanship of other peoples through a study of their materials and products.

(4) Teachers can provide students with the experience of preparing and serving foreign dishes.

(5) National and religious customs and practices can be used to share in the experiences of other groups.

(6) Students can learn that improving home influences improves personality.

(7) Teachers should educate in the social graces to give the student a sense of ease in any group.

j. Business Education

(1) Students can study examples of the interchange of ideas and customs brought about through trade.

(2) Students can study the influence of commerce as a factor in the development of interdependence.

(3) Teachers can emphasize the progress in various business fields made by all groups.

(4) Teachers can emphasize the opportunities that people engaged in business have to serve the community.

(5) Teachers can show the value of cooperation between labor and management.

(6) Teachers should develop appreciation of the capabilities of women as leaders in the field of business.

(7) Teachers should work toward job placement of students on the basis of merit alone.

4. Teachers Colleges

a. Prospective teachers must be taught to understand their responsibility for helping to improve intergroup relations and to discharge that responsibility and opportunity.

b. Intercultural education in the preparation of teachers should give attention to:

(1) scientific evidence regarding race as discovered by modern researches in the fields of biology, psychology, sociology, and anthropology;

(2) contributions of individuals of diverse backgrounds as well as of religious and racial groups and nationalities to the progress of humanity;

(3) true meaning of the democratic way of life;

(4) ways of improving democratic human relations in the schools;

(5) activities in which students of different cultural and national backgrounds become better acquainted with each other;

(6) cooperative participation of prospective teachers and community leaders in thinking through and developing programs for better intergroup understanding;
(7) achievements of community organizations working toward better intercultural relations;
(8) preparation of units of work which deal with human relationships;
(9) effective techniques of group discussion and group decision leading to group action;
(10) prejudice and propaganda in textbooks and in other teaching materials.

G. What can be done through school activities?

1. *School Councils*
   a. The student council provides an excellent laboratory for the use of democratic group procedures.
   b. Selection for membership on the student council should be based on individual capabilities for the duties involved.
   c. The principals and teachers should exemplify good democratic practices in their relationships with the student council.
   d. Student-initiated plans for intergroup cooperation should be encouraged.
2. *Homerooms*
   a. The homeroom should be the focal point in the school for insuring that each student has a sense of belonging.
   b. The homeroom, composed of representatives of different groups, offers an opportunity for the student to widen his circle of friends.
   c. The homeroom teacher has an important responsibility in securing wholesome adjustment of the students in all areas of school life.
3. *Assemblies*
   a. The school assembly provides one of the best opportunities to reach the entire student body with the concepts of intergroup education.
   b. The assembly should take full advantage of all the resources of school and community in the planning of programs to improve intergroup relations.
   c. There should be a free exchange of worthwhile assembly programs between schools.
4. *Clubs*
   a. Membership in school clubs should be open to all students on the basis of interest.
   b. The activities of all clubs should be carried on in a democratic manner.

c. Each club should take full advantage of the opportunity peculiar to its special interests to further the program for better human relations.

5. *Publications*
   a. The school publications give students an excellent opportunity to evaluate journalism as a factor in creating understanding and appreciation of people.
   b. School publications should follow a policy of objectively reporting the achievements of all members of the student body.
   c. It is important that the staff of school publications be truly representative of the student body.
6. *Athletics*
   a. Since participation in team sports provides opportunity for the development of cooperation, consideration, and the ideals of good sportsmanship, these advantages should be extended to a larger proportion of the student body through a program of intramural sports.
   b. Membership on all teams for interschool competition should be on the basis of ability alone.
   c. The costs incident to the athletic program should be borne in such a way that no student will be denied the opportunity to participate.
   d. Athletic contests should provide a rich field for development in the spectators of the ideals of good sportsmanship.
7. *Libraries*
   a. The library should contain books *about* and *by* members of all national, religious, and racial groups.
   b. All school libraries should contain a representative number of books which present positive and constructive viewpoints on matters of intergroup relationships.
   c. The library should provide materials and exhibits related to special events in the field of intergroup education.

IV. SUGGESTIONS FOR THE PROMOTION OF A SCHOOL-COMMUNITY PROGRAM FOR INTERGROUP EDUCATION

A. Schools should cooperate with established intergroup organizations in the community for the solution of problems in human relations.

B. As citizens, school personnel should render service in community organizations devoted to the improvement of human relations.

C. The schools should take the responsibility for creating in the

community a "climate of opinion" favorable to the development of wholesome intergroup relations.

D. It should be the school's responsibility to organize intergroup education programs which will involve the community.

E. The schools should welcome suggestions from community agencies for setting up a program of intergroup education in the schools.

F. A strong program within the school will prepare students for participation in community projects for better group relations.

G. The school's program of intergroup education should be based upon the problems of human relations in the community.

H. The school-parent organization can serve as the liaison between the school and community in projects carried on by intergroup organizations.

I. A program of adult education is a necessary part of any plan for bettering the human relations of the community.

J. To avoid wasteful duplication the efforts of the school and community in the improvement of intergroup relations should be carefully coordinated through one over-all agency such as a community council.

K. The full coperation of the local press should be enlisted in support of the school-community program for better human relations.

L. School-community projects should utilize opportunities for people of different groups to work together on problems of community concern such as recreation, housing, safety, and job placement. Such practical intergroup experiences have a value beyond that of textbook study and theoretical discussion.

V. FUNCTIONAL AGENCIES IN INTERGROUP EDUCATION

NE 84300 American Association of University Women, 1634 I Street, N. W.

American Council on Education, 744 Jackson Place, N. W. 483-6620

Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York 10, N. Y. Local Office: 1003 K Street, N. W.

Association for the Study of Negro Life and History, 1538 Ninth Street, N. W. HO 2-0313

Bureau for Intercultural Education, 1697 Broadway, New York 19, N. Y.

Catholic Interracial Council, ~~5115 Moorland Lane, Bethesda 14, Md.~~ 1419 V St. NW - 462-6502

Friends Meeting of Washington, 2111 Florida Avenue, N. W. DE 2-5772

Jewish Community Council of Greater Washington, 1420 New York Avenue, N. W. DI 7-4628

League of Women Voters of the United States, ~~1026~~ 1200 Seventeenth Street, N. W. 296-1770

National Association for the Advancement of Colored People, 69 Fifth Avenue, New York 3, N. Y. Local Office: ~~961 Florida Avenue, N. W.~~ 100 Mass. Ave NW – Na 8-5994 - Ad 2-2320

National Conference of Christians and Jews, 381 Fourth Avenue, New York, N. Y. Local Office: Southern Building, 1425 H Street, N. W

National Council of Churches of Christ in America, 297 Fourth Avenue, New York, N. Y.

National Education Association of the United States, 1201 Sixteenth Street, N. W. Ad 4-4848

National Urban League, 1133 Broadway, New York 10, N. Y. Local Office: ~~1103 V Street, N. W.~~ 777 14th N.W. – 393-0124

Washington Fellowship, 1408 Seventeenth Street, N. W.

Washington Federation of Churches, 1751 N Street, N. W.

VI. ANNOTATED BIBLIOGRAPHY

A. Allport, Gordon W. (Editor) *Controlling Group Prejudice.* The Annals of the American Academy of Political and Social Science, Vol. 244, March, 1946. In a series of able articles the problem of intergroup relations is presented as a matter of paramount national concern. Responsibilities of government, industry, religion, education, press, radio, and movies are stressed.

✓ B. *Better Intercultural Relations,* Baltimore City Public Schools, 1947. The report of a sub-committee on Intercultural Education which functions as part of a larger committee on Character Education. Outlines for teachers and students approaches to better group relations through subject areas and school activities. Effective use is made of pictorial and graphic representations.

✓ C. Chatto, Clarence I. and Halligan, Alice L. *The Story of the Springfield Plan.* New York: Barnes and Noble, 1945. A play-by-play account of how the school system of Springfield, Massachusetts, took the lead in "a community's total war against prejudice." Many of the activities described can be adapted to other communities.

✓ D. Crary, Ryland W. and Robinson, John T. *America's Stake in Human Rights.* Washington: National Council for the Social Studies, Bulletin 24, 1947. This report of a committee of the National Council for the Social Studies describes opportunities for introducing intergroup materials in social studies classes. It contains a wealth of suggested reading and activities for teachers and students.

E. Cummings, Howard H. (Editor) *Improving Human Relations.* Washington: National Council for the Social Studies, 1945. This

bulletin is a collection of excerpts from *Social Education*, the magazine of the National Council for the Social Studies, and from the Council's Sixteenth Yearbook, *Democratic Human Relations*. (See I below. The broad objectives and principles of intergroup education are explained and methods in the field are illustrated in the descriptions of classroom, school, and community projects.

F. *Curriculum in Intergroup Relations*: Secondary Schools. Washington: American Council on Education, 1950. This volume is a part of the study of Intergroup Education in Cooperating Schools sponsored by the American Council on Education and the National Conference of Christians and Jews. Suggestions are given for identifying the problems of group relations existing in school and community with examples of projects in secondary subject fields through which these problems can be resolved.

G. *Education for Unity in the Schools of New York State*. Albany: State Department of Education, 1947. This bulletin gives procedures for intergroup education in the elementary schools, in the subject fields of the secondary school, and in community programs of adult education. There are brief reports of intergroup activities in more than a hundred New York communities.

H. *Elementary Curriculum in Intergroup Relations*. Washington: American Council on Education, 1950. Companion volume to F above. This interesting series of case studies demonstrates how children of elementary school age may have experiences in school, home, and community which will fit them for effective group living.

I. Taba, Hilda and Van Til, William (Editors) *Democratic Human Relations*. Sixteenth Yearbook of the National Council for the Social Studies. Washington: 1945. This outstanding contribution to the literature of intergroup education is replete with concrete examples of action projects in school and community.

J. *Understanding Others — A Handbook on Intercultural Education*. Lansing, Michigan: Superintendent of Public Instruction, 1946. This attractive and well-written report gives a clear, concise statement of the meaning and importance of intergroup education. The roles of the elementary and secondary schools are described with emphasis upon the responsibilities of teachers.

K. Vickery, William E. and Cole, Stewart G. *Intercultural Education in American Schools*. New York: Harper and Brothers, 1943. This pioneer work in the field of intergroup education is must reading for anyone who seeks a clear understanding of a new and much needed emphasis in American education.